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ABSTRACT

Basic life skill items developed by the National Assessment of Educational Progress (NAEP) to measure the achievement of 17-year-olds in the following areas are presented: (1) personal finance and consumer protection skills; (2) health maintenance skills; (3) interpersonal skills; (4) family responsibility skills; and (5) career development skills. Items in these five areas are distributed throughout six packages. These items were constructed to measure performance on the objectives listed in Appendix B. These assessment items can be part of a pool individual teachers may choose from; they can be used as instructional tools; or they can be part of a classroom-, school- or district-wide assessment. In the Spring of 1978, NAEP will publish nationwide results for these items. These and the results from a school or school district will allow national comparisons. The more closely NAEP procedures are replicated, the more valid will be comparisons with the national results. In addition to presenting the locations of the various items, the following information is also provided: a short general description of the item; a NAEP number useful for referring to NAEP results when they become available; an outline code referring to skill areas; and an answer key. (RC)

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GUIDE for an Assessment of Basic Life Skills

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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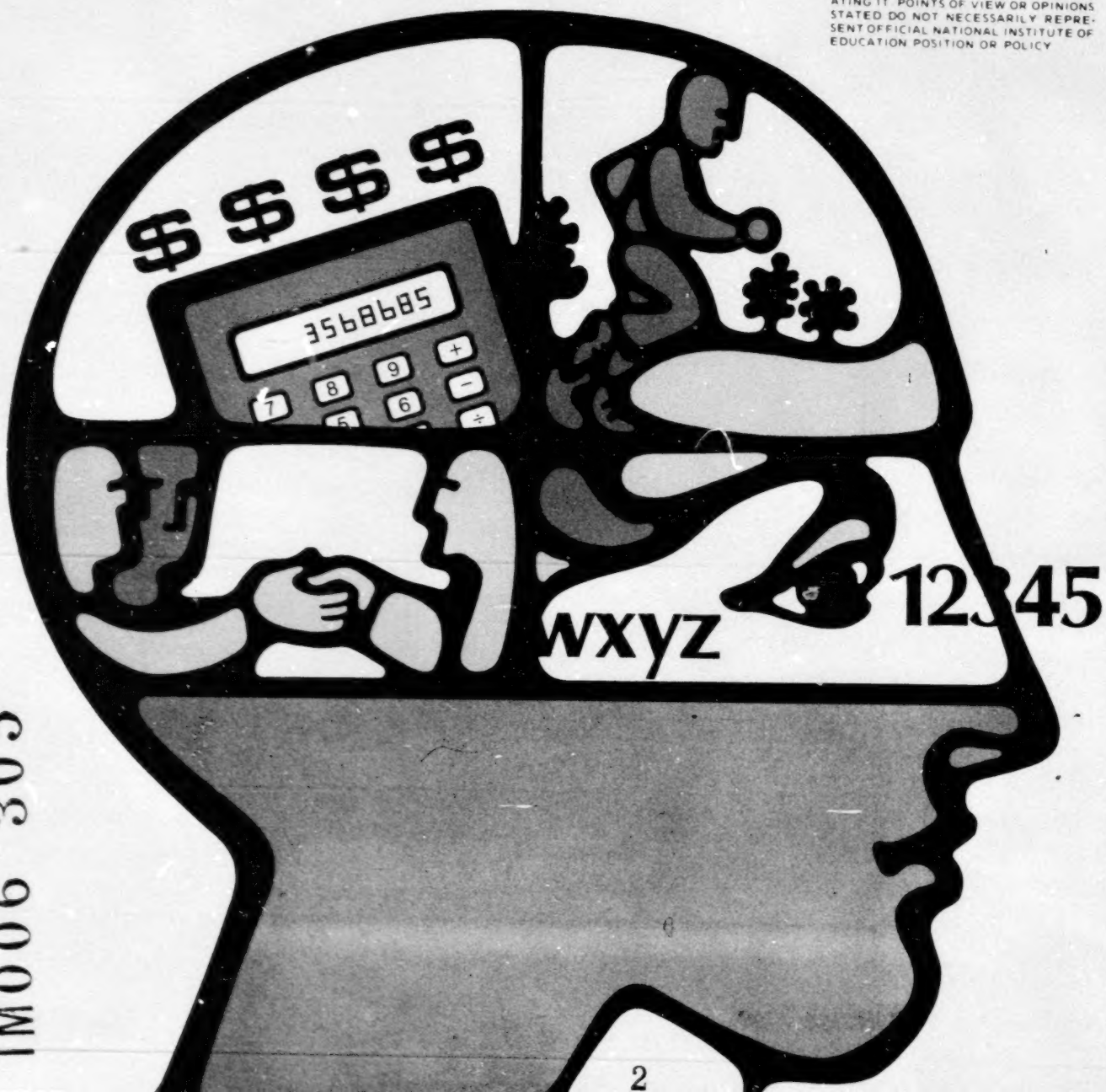

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GUIDE FOR AN ASSESSMENT

OF

BASIC LIFE SKILLS

National Assessment of Educational Progress
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CHAPTER 1

THREE INTRODUCTORY QUESTIONS

1. WHAT DO THE BASIC LIFE SKILLS ITEMS MEASURE?

The basic life skills items were designed to measure achievement of 17-year-olds in the following areas:

-- Personal finance and consumer protection skills.

-- Health maintenance skills.

-- Interpersonal skills.

-- Family responsibility skills.

-- Career development skills.

Items in these five areas are distributed throughout six packages. In addition, a limited number of items measure citizenship skills; selected items from each of the above skill areas have also been separately grouped to measure community resource skills. If a school or district plans to measure only one or two areas, it is possible to develop a booklet using only items in those areas by referring to the tables in Appendix A.

2. EXACTLY WHAT KINDS OF SKILLS ARE MEASURED IN EACH OF THESE AREAS?

The basic life skills items were constructed to measure performance on the objectives listed in Appendix B. These objectives represent a guideline for item writers and are not to be interpreted as comprehensive objectives. A summary of these objectives follows:

* Personal finance and consumer protection skills include the ability to responsibily allocate one's personal resources, select products and services on the basis of available data, establish and evaluate financial services like savings accounts, charge accounts and loans, and protect one's products and services through insurance and other resources available to aid the consumer in the face of misleading or fraudulent claims or tactics.

* The health maintenance items were divided into two broad categories. Most of the items measure knowledge about conditions and practices

necessary to maintain good health, and the remaining items deal with how, when and where to obtain medical services. A small set of items that measure knowledge of reproduction, hygiene and venereal disease were not included in this assessment but can be ordered from National Assessment.

* The interpersonal skills items measure knowledge of techniques useful in both one-to-one and group situations. Several of the items ask students to discriminate between helpful and harmful interpersonal behaviors.

* Family responsibility skills are a specialized set of interpersonal skills. The items in this group focus on specific problems in the family -- between parents, between parent and child, and between siblings.

* The career development items measure whether the individual is capable of making responsible career decisions, whether one knows how to seek employment and whether he recognizes the rights and responsibilities of employment.

* The citizenship items measure the ability of individuals to recognize their basic civil rights and responsibilities.

* The community resource items measure the ability of individuals to use community resources in dealing with issues in personal finance, health, family counseling, employment and civil rights.

Altogether, 168 items measure skills in these areas. Many of the items include several parts and thus measure several related skills.

3. OKAY, I KNOW THE AREAS I'M INTERESTED IN, BUT JUST HOW DO I GO ABOUT ASSESSING THEM?

Basically, you can use the assessment items any way you desire. They can be part of a pool individual teachers may choose from; they can be used as instructional tools; they can be part of a classroom-, school- or district-wide assessment. Since the six booklets require a total of approximately four hours to administer, you will probably decide to use items from only one or two of the skill areas to construct your own assessment booklets. You may also decide to fill out a given area with additional items of your own. Each school or district is responsible for constructing and duplicating the booklets, administering the assessment, scoring and analyzing the results.

In the spring of 1978, National Assessment will publish nationwide results for the basic life skills items; these and the results from your own assessment will allow you to make comparisons between your students and students in the nation as a whole. The more closely you decide to replicate the National Assessment procedures, the more valid will be your comparisons with the national results.

CHAPTER 2

REQUIREMENTS FOR REPLICATION

Replicating the national assessment basic life skills requires adhering to the following procedures:

-- You should reproduce booklets of items and answer sheets in ample quantity so that each individual has his own booklet and answer sheet.

-- You should assess all 17-year-olds without regard to their grade level. To make data collected in 1978 comparable to national data, your assessment should be completed during March or April, and 17-year-olds should be defined as any students born between October 1, 1960, and September 30, 1961. The following three groups should be excluded from the sample:

* Educable mentally retarded students.
* Functionally disabled students.
* Non-English-speaking students.

An alternative would be to assess 17-year-olds in the 11th grade only, since National Assessment will also provide comparable grade-level data for basic life skills.

A second alternative would be to assess all students in the 11th grade and also collect birth-date information. Results for the entire grade assessment could then be useful for your own analysis, and results for 17-year-old 11th graders could be separated out and compared to the national results.

A third alternative would be to administer the assessment to any population you desire. While the items were designed for 17-year-olds, they can be used with other ages and groups of students. This alternative, however, does not allow you to make comparisons to national data.

-- Four interpersonal skill items used conversations recorded on audiotape cassettes in addition to the transcripts provided in the booklets. These four items are located in Package 12 (items 1 and 2) and Package 14 (items 1 and 2). If you use any of these four interpersonal skill items, you should use the cassette tape to help insure comparability. The cassette tape can be requested from the Department of Field Services, National Assessment.

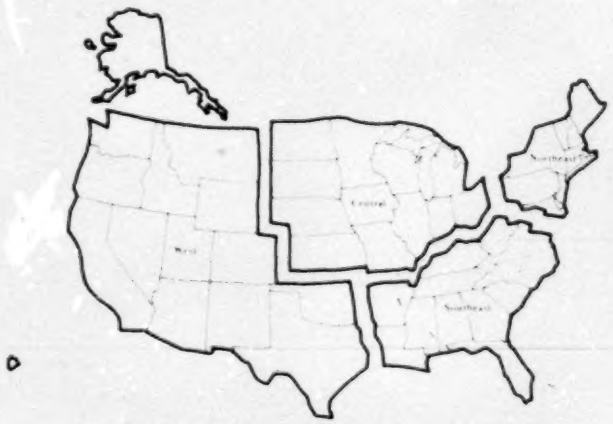
-- Each assessment package ends with the same background questionnaire. While you may decide to collect this information, national results will not be reported according to these variables. National Assessment will, however, publish results for the nation as a whole, for four regions of the country, and for males and females. Recording the sex of your students can add a further dimension of comparison to national results.

CHAPTER 3

COMPARING LOCAL AND NATIONAL RESULTS

Replicating the national basic life skills assessment will allow you to compare your students as a group to students across the nation when National Assessment reports its findings during the spring of 1978. The types of comparisons you will be able to make will depend upon whether you recorded the sex of your students and whether you assessed all 17-year-olds or only those 17-year-olds in the 11th grade.

National Assessment will provide item-by-item national results for all 17-year-olds and for 17-year-olds in the 11th grade. Item analysis of sex differences will also be available for both groups, but data on regional differences will only be available for all 17-year-olds. The four regions of the country are shown on the following map:



The Assessment does not provide overall package scores for individual students or for groups of students, but provides estimated percentages of correct responses for individual items.

The percentage of students that respond correctly to a given item is called the p-value. Following is the statistical equation that you can use to determine p-values:

Let p = the percentage of students answering an item correctly.

$$p = \frac{\text{number of students responding correctly}}{\text{number of students responding}} \times 100.$$

For example, assume that 100 students respond to an item and that 86 select the correct answer choice. The p-value for this item would be:

$$p = \frac{86}{100} \times 100 = .86 \times 100 = 86\%.$$

The formula for determining the difference between your results and the national results on each item is as follows:

Let D = the difference between your results and the national results.

p = the percentage of students answering an item correctly (p-value).

Then $D = p_{yours} - p_{national}$.

For example, assume that your p-value for a particular item is 75.0% and the national p-value is 70.0%. Using the formula above,

$D = 75.0\% - 70.0\% = 5.0\%$.

Thus, your students' performance level would be 5.0 percentage points above the national sample.

Once the differences in p-values have been computed, you will want to determine if they are statistically significant. In other words, are they statistically reliable differences? Remember that each national p-value does contain a small amount of variation due to sampling. You will need to take this into account when looking at the differences in p-values. The example below explains how to determine whether individual differences are statistically significant:

If you decided to assess your entire population of students rather than to sample from that population, look at the standard error figure associated with the national p-value. If your results are at least two standard errors from the national percentage, you can be 95% confident that the difference is real. Suppose the national p-value is 70.0% and the standard error is 0.8 percentage points. Since your p-value of 75.0% is more than two standard errors away from the national p-value, you can be confident that the difference is statistically significant.

If you decided to sample rather than assess your entire population of students, first compute your own standard error and then calculate the standard error of the difference according to the following formula:

$$\text{standard error}_{difference} = \sqrt{(\text{standard error}_{national})^2 + (\text{standard error}_{local})^2}.$$

Again, a difference between p-values of two standard errors would allow you to be 95% confident that the difference was real.

While small differences in performance levels could very well be statistically significant, these differences may not necessarily be educationally significant. In other words, a difference of 15% on a particular item would certainly have greater educational implications than would a 2% difference, even if both differences are statistically significant.

Mean (average) p-values on the set of items you have selected from the basic life skills assessment can also be compared to national results according to the same equation:

Let D = the difference between your results and the national results.

$\overline{X}$ = mean p-value on a set of items.

Then $D = \overline{X}_{yours} - \overline{X}_{national}$.

Results by region or sex can also be compared according to the same formula.

After the data have been analyzed and compared to national results, you can begin to explore the implications of the results for your school or district. Examining your results item by item, comparing your item-by-item results with national data, comparing your mean results with the national or regional mean, and comparing results by sex all yield different perspectives on the data.

In many respects, studying and analyzing assessment scores requires a bit of detective work. Look for clues or bits of evidence that will help to substantiate and explain the results. Low scores are not necessarily a reflection on staff or students; they may result from assessing students on materials that are not included in a school's program. Likewise, high scores do not necessarily reflect a high-quality program if the students have been exposed to the materials outside the school rather than through classroom instruction.

Do your results suggest any imbalance in what is being taught? Are some skill areas being overstressed while other areas are not covered at all? Should any changes or redirection of emphasis be instituted?

The purpose of most assessment programs is to get a reading on what students know and can do. Assessment results do not show directly any cause-and-effect relationships as to why students scored as they did. Assessment results may, however, isolate and identify problem areas that deserve further investigation. In addition, assessment results can often be used to describe the severity of any existing problem.

APPENDIX A

TABLE OF ITEMS, SKILL AREAS AND KEYS

The basic life skills items in this appendix are organized by skill area (personal finance and consumer protection, health maintenance, and so on) and then by position within the packages. The list is designed to facilitate finding all the items within a particular skill area. In addition to presenting the locations of the various items, the following information is also provided:

-- A short, general description of the item.

-- A NAEP number. This number, which can be found on the lower left corner of the item page, will be useful for referring to NAEP results when they become available in the spring of 1978.

-- An outline code. An outline of the skill areas covered in the basic life skills assessment is presented in Appendix B. If, for example, you wish to measure only knowledge about how, when and where to obtain medical services rather than all health maintenance skills, you can select only the items under outline code 2B. Some items measure more than one objective and when this occurs, the item appears under all appropriate outline codes.

-- A key. The key gives the correct response choice. Some attitudinal items marked with asterisks (*) do not have correct responses and therefore do not include keys.

1. PERSONAL FINANCE AND CONSUMER PROTECTION ITEMS

Package	Item	General Description	NAEP Number	Outline Code	Key
12	4	clothes labels	I-102016	1B	A-1 B-2 C-2 D-1
12	6	resolve complaint	I-104012	1C	4
12	7	income tax help	I-100001	1C,6A,7G	A-1 B-2 C-1 D-1
12	14	Virginia's credit card	I-103003	1C	A-2 B-2 C-1 D-1
12	15	safe appliance	I-101004	1B	A-2 B-2 C-1 D-2
12	17	lower food cost	I-501014	1B	A-1 B-2 C-1 D-1 E-1 F-2 G-2 H-2
12	19	encyclopedias	I-103008	1C	A-1 B-2
12	21	security deposit	I-103018	1D	A-2 B-1 C-2 D-1
12	24	need a lawyer	I-601015	1D,6A	2
12	25	get $300	I-103016	1C	1
12	29	income tax	I-500050A	1C,7G	4

NOTE: This identical item also appears in Package 13-Item 35, Package 14-Item 27, Package 15-Item 33, Package 16-Item 30 and Package 17-Item 30.

Personal Finance and Consumer Protection Items: 2

Package	Item	General Description	NAEP Number	Outline Code	Key
13	3	largest deduction	I-100002	1C,7G	1
13	6	credit cards	I-103009	1C	A-1 B-1 C-2 D-1 E-1
13	8	magazines	I-102012	1B	3
13	12	weekly budget	I-101003	1A	3
13	17	life insurance	I-104011	1D	A-2 B-2 C-1 D-1 E-2
13	18	furnace inspection	I-104002	1D,6A	2
13	22	record club	I-104004	1D	A-2 B-1 C-2 D-1
13	24	savings account	I-103011	1C	2
13	27	rental agreements	I-103019	1D	A-2 B-2 C-1
13	29	small claims court	I-104001	1D,6A	A-2 B-1 C-2 D-2 E-1
13	37	how often?	I-101005	1B	A-* B-* C-* D-* E-* F-* G-* H-*
14	3	article in mail	I-102011	1B	1

Personal Finance and Consumer Protection Items: 3

Package	Item	General Description	NAEP Number	Outline Code	Key
14	7	Ogden Furniture Company	I-103007	1C	A-2 B-2 C-2 D-1 E-3
14	9	transportation to work	I-101002	1A	1
14	10	missing leather coat	I-601004	1D,6A	A-2 B-** C-** D-** E-* F-*
14	16	hair dryer on sale	I-102007	1B	1
14	18	Paul owes money	I-103004	1C	A-1 B-2 C-1 D-2 E-1
14	22	installment contract	I-103010	1C	A-1 B-2 C-1 D-1 E-1 F-1 G-1 H-2 I-2 J-1 K-1 L-1 M-1
15	5	save money sewing dress	I-101001	1A	4
15	9	social security	I-100003	1C,7G	A-1 B-1 C-2 D-1 E-2 F-1 G-1 H-1 I-1

**NAEP Number I-601004 is open-ended; the scoring guide is presented in Appendix C.

Personal Finance and Consumer Protection Items: 4

Package	Item	General Description	NAEP Number	Outline Code	Key
15	11	food labels	I-102013	1B	A-1 B-1 C-2 D-1 E-2 F-1 G-2 H-1 I-2 J-1
15	15	installment contract	I-103013	1C	A-1 B-1 C-2 D-1 E-1 F-1
15	18	security deposit	I-503015	1D	2
15	22	Betty's medicine	I-102015	1B,2B	A-2 B-1 C-2 D-1
15	24	credit, borrowing	I-103005	1C	A-1 B-2 C-2 D-1
15	26	Marvin's rent raised	I-401006	1D,4A	A-* B-* C-* D-* E-*
15	28	what should Mary do?	I-601008	5A,1C	4
15	35	flammability	I-102017	1B	4
16	1	income tax help	I-100004	1C,6A,7G	1
16	5	supermarket sale	I-104009	1D	A-2 B-1 C-2 D-1 E-1 F-2

Personal Finance and Consumer Protection Items: 5

Package	Item	General Description	NAEP Number	Outline Code	Key
16	7	redecorate room	I-102001	1B	A-2 B-1 C-2 D-1 E-1 F-1 G-2 H-1
16	11	auto insurance	I-104010	1D	A-3 B-4 C-1 D-2 E-3 F-2 G-4 H-1
NOTE:	National Assessment will not be reporting results for Part A of this item because the question is incorrectly worded. "Injured person" should have read "insured person." We recommend that you make this correction if the item is used.				
16	15	advertising	I-102006	1B	1
16	18	health insurance	I-202002	2B,1D	A-2 B-1 C-2 D-1 E-2 F-1
16	22	deposit $1,000	I-103015	1C	4
16	25	car repair	I-102009	1B	2
17	1	Legal Aid Society	I-601014	1D,6A	1
17	3	credit cards	I-103014	1C	A-1 B-2 C-1 D-2 E-2 F-2
17	5	telephone bill	I-604001	1D	1
17	8	buying used car	I-102018	1B	A-1 B-1 C-2 D-1 E-2 F-2 G-1 H-1 I-1 J-2 K-1

Personal Finance and Consumer Protection Items: 6

Package	Item	General Description	NAEP Number	Outline Code	Key
17	11	healthy diet	I-201012	2A,1B	A-1 B-2 C-1 D-1 E-1 F-1 G-2 H-1
17	14	mail order watch	I-104013	1D	1
17	16	choosing a doctor	I-202005	2B,1B	A-* B-* C-* D-* E-* F-* G-* H-* I-* J-* K-* L-*
17	19	warranty	I-104005	1D	A-2 B-1 C-2 D-2 E-2
17	23	best food bargains	I-102014	1B	4
17	25	tenant's rights	I-103017	1D	A-2 B-1 C-2 D-1

2. HEALTH MAINTENANCE ITEMS

Package	Item	General Description	NAEP Number	Outline Code	Key
12	3	put out fire	I-201045	2A	1
12	5	accidents, first aid	I-201033	2A	A-2 B-1 C-2 D-2 E-2 F-2 G-2 H-2 I-2 J-1 K-1 L-2 M-1
12	11	child abuse	I-503017	2A,5B	1
12	16	smoking	I-201039	2A	A-* B-* C-* D-* E-* F-*
12	23	common cold	I-202006	2A	A-1 B-1 C-2 D-1 E-1
12	27	coughs	I-202010	2A	A-2 B-1 C-2 D-1 E-1
12	32	breast cancer	I-201042	2A	A-2 B-1 C-2 D-2 E-1
13	4	health care information	I-601013	2B,6A	A-2 B-1 C-2 D-1 E-2 F-2

Health Maintenance Items: 2

Package	Item	General Description	NAEP Number	Outline Code	Key
13	5	eye examination	I-201002	2A	A-1 B-1 C-1 D-1
13	14	safety measures	I-201007	2A	A-1 B-2 C-2 D-2 E-1 F-2 G-1
13	15	artificial respiration	I-201043	2A	A-3 B-4
13	21	Charles depressed	I-201037	2A	A-1 B-1 C-2 D-1 E-2 F-1
13	23	critical for survival	I-201047	2A	4
13	25	acne	I-201032	2A	A-1 B-2 C-2 D-1
13	31	babysitting	I-302002	2A	2
14	4	strep throat	I-202007	2A	A-1 B-2 C-2 D-1 E-1 F-1 G-
14	13	seek medical help?	I-202001	2B	A-1 B-1 C-2 D-1 E-1 F-1 G-2 H-1 I-1 J-2 K-2 L-2 M-1 N-1 O-1 P-2

Health Maintenance Items: 3

Package	Item	General Description	NAEP Number	Outline Code	Key
14	14	treat minor burns	I-201025	2A	1
14	19	bearing healthy baby	I-503001	5B,2C	A-1 B-1 C-1 D-1
14	21	what should Bill do?	I-201020	2A	4
14	25	gas in the house	I-201016	2A	4
14	30	Kim overdose	I-201028	2A	A-1 B-2 C-2 D-1 E-1
15	3	immediate energy	I-502007	2A	3
15	8	control bleeding	I-201044	2A	A-2 B-2
15	10	Richard disappointed	I-201014	2A	1
15	13	changes while growing up	I-201019	2A	A-2 B-1 C-1 D-1 E-1 F-2 G-2 H-1
15	19	lift heavy object	I-201024D	2A	A-2 B-2 C-1 D-1
	NOTE:	Slight variations of this item also appear in Package 14-Item 29, Package 16-Item 28 and Package 17-Item 27. We recommend using the item as shown in Package 15-Item 19.			
15	20	baby's development	I-503009	5B,2C	A-1 B-2 C-1 D-1 E-1 F-1 G-2 H-1
15	22	Betty's medicine	I-102015	1B,2B	A-2 B-1 C-2 D-1

Health Maintenance Items: 4

Package	Item	General Description	NAEP Number	Outline Code	Key
15	27	most nutitious meals	I-501016	2A	A-4 B-1
16	2	Larry is overweight	I-201035E	2A	A-2 B-1 C-2 D-1 E-1
	NOTE: Slight variations of this item also appear in Package 12-Item 31, Package 13-Item 32 and Package 15-Item 30. We recommend using the item as shown in Package 16-Item 2.				
16	8	reduce calories	I-501021	2A	A-1 B-1 C-2 D-2 E-2 F-1 G-2
16	9	alcohol effects	I-201011	2A	A-1 B-1 C-1 D-1
16	12	smoking and health	I-201030	2A	1
16	14	drug abuse	I-201005	2A	A-2 B-1 C-1 D-1 E-1 F-2
16	16	friend's baby	I-200001	2A	A-3 B-2
16	18	health insurance	I-202002	2B,1D	A-2 B-1 C-2 D-1 E-2 F-1
16	20	diarrhea	I-202009	2A	A-1 B-1 C-2 D-1 E-1
16	24	varnish remover	I-201029	2A	3

Health Maintenance Items: 5

Package	Item	General Description	NAEP Number	Outline Code	Key
16	32	Mary's father alcoholic	I-201018	2A	A-2 B-2 C-1 D-2 E-2 F-1
17	4	psychiatric help	I-201023	2A	A-2 B-1 C-1 D-1 E-2 F-1
17	7	accidents, first aid	I-201034	2A	A-2 B-2 C-2 D-2 E-1 F-2 G-1 H-1 I-1 J-1 K-1 L-2
17	11	healthy diet	I-201012	2A,1B	A-1 B-2 C-1 D-1 E-1 F-1 G-2 H-1
17	16	choosing a doctor	I-202005	2B,1B	A-* B-* C-* D-* E-* F-* G-* H-* I-* J-* K-* L-1

Health Maintenance Items: 6

Package	Item	General Description	NAEP Number	Outline Code	Key
17	17	Meg is overweight	I-201021	2A	A-2 B-2 C-1 D-2 E-2 F-2 G-1
17	22	thermometer	I-706001	2A	A-4 B-1
17	32	pregnancy	I-503018	5B,2C	A-1 B-1 C-1 D-2 E-2

3. INTERPERSONAL ITEMS

Package	Item	General Description	NAEP Number	Outline Code	Key
12	1	most helpful response	I-302013A	3B	A-2 B-1 C-4
	NOTE: This identical item also appears in Package 13-Item 1.				
12	2	how helpful is response?	I-302008A	3B	A-2 B-3 C-2 D-4 E-3
	NOTE: This identical item also appears in Package 13-Item 2.				
12	13	Paul's dating	I-502004	5A,3A	4
12	18	Martha's aunt died	I-501013	5A,3A	1
12	20	Marvin's chores	I-501002	5A,3A	3
12	22	date?	I-502005	5A,3A	4
13	7	argument with friend	I-301004	3A	1
13	13	rock group committee	I-302012	3A	2
13	20	taking science test	I-301001	3A	1
13	28	incorrect statement	I-301006	3A	4
14	1	most helpful response	I-302016C	3B	A-4 B-3 C-1 D-1
	NOTE: This identical item also appears in Package 15-Item 1.				
14	2	how helpful is response?	I-302017C	3B	A-3 B-2 C-3 D-4 E-1 F-3 G-1
	NOTE: This identical item also appears in Package 15-Item 2.				

Interpersonal Items: 2

Package	Item	General Description	NAEP Number	Outline Code	Key
14	8	living together	I-502003	5A,3A	A-2 B-1 C-2 D-1 E-2 F-2 G-1 H-2 I-1 J-2
14	11	parent's response	I-503007	5B,3A	2
15	4	editor criticizes you	I-302018	3A	1
15	16	comment confuses group	I-301005	3A	4
15	23	how to spend $100?	I-301002	3A	1
15	25	what should Susan do?	I-302005	3A	3
15	29	you don't agree	I-301007	3A	3
16	10	Cindy's father transferred	I-501020	5A,3A	1
16	13	Bill's guitar and grades	I-501017	5A,3A	2
16	19	Diane's babysitting	I-501022	5A,3A	5
16	26	Jim's grandfather	I-501008	5A,3A	1
17	9	care for dog	I-501009	5A,3A	2
17	12	guidelines for couples	I-502002	5A,3A	A-1 B-2 C-2 D-2 E-1 F-1
17	15	Tony's date	I-501010	5A,3A	3
17	21	death and dying	I-501004	5A,3A	2

4. CITIZENSHIP ITEMS

Package	Item	General Description	NAEP Number	Outline Code	Key
12	12	rights when arrested	3-202005	4A	A-1 B-1 C-2 D-1 E-2
12	26	ballot	I-900004A	4A	A-1 B-1 C-1 D-1 E-2
NOTE: This identical item also appears in Package 13-Item 34, Package 14-Item 24, Package 15-Item 31, Package 16-Item 27 and Package 17-Item 28.					
13	10	guaranteed rights	I-401008	4A	A-1 B-2 C-2 D-2
15	14	how worthwhile?	I-401007	4A	A-* B-* C-* D-* E-* F-* G-*
15	26	Marvin's rent raised	I-401006	1D,4A	A-* B-* C-* D-* E-*
16	23	rights violated?	I-401001	7H,4A	A-2 B-1 C-1 D-1 E-1
17	31	police, unions	I-315355F	4A	A-3 B-4
NOTE: This identical item also appears in Package 12-Item 30, Package 13-Item 36, Package 14-Item 28, Package 15-Item 34 and Package 16-Item 31.					

5. FAMILY RESPONSIBILITY ITEMS

Package	Item	General Description	NAEP Number	Outline Code	Key
12	11	child abuse	I-503017	2A,5B	1
12	13	Paul's dating	I-502004	5A,3A	4
12	18	Martha's aunt died	I-501013	5A,3A	1
12	20	Marvin's chores	I-501002	5A,3A	3
12	22	date?	I-502005	5A,3A	4
14	8	living together	I-502003	5A,3A	A-2 B-1 C-2 D-1 E-2 F-2 G-1 H-2 I-1 J-2
14	11	parent's response	I-503007	5B,3A	2
14	19	bearing healthy baby	I-503001	5B,2C	A-1 B-1 C-1 D-1
15	7	free furniture	I-601011	5A,6A	A-1 B-2 C-2 D-2
15	20	baby's development	I-503009	5B,2C	A-1 B-2 C-1 D-1 E-1 F-1 G-2 H-1
15	28	what should Mary do?	I-601008	5A,1C	4
16	10	Cindy's father transferred	I-501020	5A,3A	1
16	13	Bill's guitar and grades	I-501017	5A,3A	2
16	19	Diane's babysitting	I-501022	5A,3A	5
16	26	Jim's grandfather	I-501008	5A,3A	1

Family Responsibility Items: 2

Package	Item	General Description	NAEP Number	Outline Code	Key
17	9	care for dog	I-501009	5A,3A	2
17	12	guidelines for couples	I-502002	5A,3A	A-1 B-2 C-2 D-2 E-1 F-1
17	15	Tony's date	I-501010	5A,3A	3
17	21	death and dying	I-501004	5A,3A	2
17	24	what should Janet do?	I-501011	5A	2
17	26	intruder in house	I-501018	5A	A-2 B-2 C-1
17	32	pregnancy	I-503018	5B,2C	A-1 B-1 C-1 D-2 E-2

6. COMMUNITY RESOURCE ITEMS

Package	Item	General Description	NAEP Number	Outline Code	Key
12	7	income tax help	I-100001	1C,6A,7G	A-1 B-2 C-1 D-1
12	24	need a lawyer	I-601015	1D,6A	2
13	4	health care information	I-601013	2B,6A	A-2 B-1 C-2 D-1 E-2 F-2
13	18	furnace inspection	I-104002	1D,6A	2
13	29	small claims court	I-104001	1D,6A	A-2 B-1 C-2 D-2 E-1
13	30	Marian not hired	I-708008	7H,6A	3
14	5	advice to Janet	I-601001	7D,6A	4
14	10	missing leather coat	I-601004	1D,6A	A-2 B-** C-** D-** E-* F-*
15	7	free furniture	I-601011	5A,6A	A-1 B-2 C-2 D-2
16	1	income tax help	I-100004	1C,6A,7G	1
17	1	Legal Aid Society	I-601014	1D,6A	1
17	2	job information	I-705009	7E,6A	A-1 B-2 C-1 D-2 E-2

**Item Number I-601004 is open-ended; the scoring guide is presented in Appendix C.

7. CAREER DEVELOPMENT ITEMS

Package	Item	General Description	NAEP Number	Outline Code	Key
12	7	income tax help	I-100001	1C,6A,7G	A-1 B-2 C-1 D-1
12	8	employment application	I-705001	7E	A-2 B-1 C-1 D-1 E-2 F-2 G-2 H-1 I-2 J-2 K-2 L-2 M-2 N-1 O-1 P-1
NOTE: National Assessment will not be reporting results for part N of this item because the question is incorrectly worded. The question should have read, "Your chances for employment may be affected by a few minor errors on the application." We recommend that you make this correction if the item is used.					
12	9	work experience section	I-705004	7E	A-1 B-1 C-1 D-2 E-2 F-2 G-1
12	10	references section	I-705005	7E	A-2 B-2 C-1
12	28	job, open shop	I-212224A	7E,7B	A-2 B-3
NOTE: This identical item also appears in Package 13-Item 33, Package 14-Item 26, Package 15-Item 32, Package 16-Item 29 and Package 17-Item 29.					
12	29	income tax	I-500050A	1C,7G	4
NOTE: This identical item also appears in Package 13-Item 35, Package 14-Item 27, Package 15-Item 33, Package 16-Item 30 and Package 17-Item 30.					
13	3	largest deduction	I-100002	1C,7G	1

Career Development Items: 2

Package	Item	General Description	NAEP Number	Outline Code	Key
13	9	job ads	I-705006	7E	A-3 B-2 C-1 D-3 E-2
13	11	job market information	I-702004	7B	4
13	16	bookkeeper's errors	I-708002	7H	3
13	19	career planning	I-703005	7C	A-* B-* C-* D-*
13	26	careers	I-702006	7B	A-4 B-2
13	30	Marian not hired	I-708008	7H,6A	3
14	5	advice to Janet	I-601001	7D,6A	4
14	6	four 17s	I-703003	7C	A-4 B-* C-*
14	12	map	I-706005	7F	3
14	15	occupations	I-702005	7B	A-4 B-1 C-3 D-1 E-3 F-4 G-2 H-2
14	17	Gloria needs the job	I-708001	7H	2
14	20	Mary wants to learn	I-704003	7D	A-1 B-2 C-1 D-2 E-1
14	23	car has flat tire	I-706003	7E	1
15	6	job application form	I-705003	7E	A-2 B-2 C-2

Career Development Items: 3

Package	Item	General Description	NAEP Number	Outline Code	Key
15	9	social security	I-100003	1C,7G	A-1 B-1 C-2 D-1 E-2 F-1 G-1 H-1 I-1
15	12	job questions	I-708007	7H	A-2 B-1 C-2 D-2 E-1 F-1
15	17	how much agree?	I-701003	7A	A-* B-* C-* D-* E-* F-*
15	21	most helpful approach	I-703007	7C	2
16	1	income tax help	I-100004	1C,6A,7G	1
16	3	have you done?	I-701001	7A	A-* B-* C-* D-* E-* F-* G-* H-*
16	4	was it helpful?	I-701006	7A	A-* B-* C-* D-* E-* F-* G-* H-*

Career Development Items: 4

Package	Item	General Description	NAEP Number	Outline Code	Key
16	6	business telephone	I-706007	7F	A-1 B-2 C-1 D-2 E-2 F-2 G-2
16	17	trade unions	I-702003	7B	A-2 B-2 C-2 D-1 E-2
16	21	paycheck	I-706008	7G	3
16	23	rights violated?	I-401001	7H,4A	A-2 B-1 C-1 D-1 E-1
17	2	job information	I-705009	7E,6A	A-1 B-2 C-1 D-2 E-2
17	6	oversleep	I-708005	7H	3
17	10	Beth's employment rights	I-708004	7H	A-2 B-1 C-2 D-1 E-2 F-1
17	13	road map	I-700030	7F	A-2 B-1 C-1 D-2 E-2
17	18	nursing school	I-704002	7D	2
17	20	employees, employers	I-708006	7H	A-1 B-1 C-2 D-2 E-1 F-1 G-1 H-1

APPENDIX B

OUTLINE AND COMPLETE LISTING OF BASIC LIFE SKILLS OBJECTIVES

Items listed in Appendix A have been keyed to the outline of skill areas, which represents a summary of objectives that have been used to develop items for the basic life skills assessment. The more complete listing of basic life skills objectives, which follows the outline, includes several areas for which items have not been constructed.

OUTLINE OF SKILL AREAS COVERED IN BASIC LIFE SKILLS ASSESSMENT

1. Personal Finance and Consumer Protection Skills

   A. Allocating personal resources
   B. Selecting products and services
   C. Establishing and evaluating financial services
   D. Maintaining and protecting products and services

2. Health Maintenance Skills

   A. Recognizing conditions and practices conducive to good health
   B. Recognizing how, when and where to obtain medical services
   C. Demonstrating knowledge of sexual functioning

3. Interpersonal Skills

   A. Demonstrating knowledge of skills useful in interpersonal relationships
   B. Distinguishing between helpful and harmful interpersonal behavior

4. Citizenship Skills

   A. Recognizing basic civic rights and responsibilities

5. Family Responsibility Skills

   A. Demonstrating knowledge and skills useful in family relationships
   B. Demonstrating knowledges useful in parenthood

6. Community Resource Skills

   A. Identifying community resources and services available to help meet community needs

7. Career Development Skills

   A. Knowing individual characteristics
   B. Knowing career and occupational characteristics
   C. Implementing career decisions
   D. Improving career opportunities
   E. Developing employment-seeking skills
   F. Developing skills generally useful in careers
   G. Handling financial and legal aspects of employment
   H. Recognizing employee rights and responsibilities

BASIC LIFE SKILLS OBJECTIVES*

I. PERSONAL FINANCE AND CONSUMER PROTECTION SKILLS

A. Plans allocation of personal resources to meet basic needs and wants.

1. Identifies both present and future needs and wants (e.g., food, clothing, education, health, housing, legal, recreation and transportation).

2. Identifies major categories of personal resources (e.g., time, energy, money, personal contacts and skills).

3. Given basic needs and wants (e.g., food, clothing, education, health, housing, legal, recreation and transportation) is able to generate alternative products and services for satisfying these needs (e.g., for transportation -- car, bicycle, bus, walking, hitching).

4. Compares the amount of time, energy, money, personal skills required by alternative products and services for satisfying a specific basic need.

5. Decides on the best alternative products and services to satisfy several basic needs and wants.

B. Selects needed products and services identified during planning.

1. Identifies and is able to use a variety of sources of information to find needed and wanted products and services (e.g., catalogs, consumer guides, institutions, yellow pages, newspapers, and personal contacts).

2. Interprets and evaluates advertising (e.g., amount of real savings, appeal and pressure tactics, and misrepresentation of products and services).

3. Compares and contrasts prices, packaging, quality or qualifications in relation to the kind and amount of product or service needed; or compares and contrasts price in relation to packaging, quality, kind or amount.

4. Selects and justifies choice of product or service in terms of needs and resources.

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*These objectives represent a guideline for item developers and are not to be interpreted as comprehensive objectives. They were not developed according to the rigorous Assessment procedure of multiple reviews and revisions.

C. Establishes and evaluates financial resources needed to purchase products and services.

1. Identifies different types of credit (e.g., signature loans, collateral loans, charge accounts) and sources of credit (e.g., credit unions, banks, loan companies, private individuals) and recognizes the advantages and disadvantages of each type and source of credit in acquiring resources for purchases.

2. Understands the legal and financial aspects connected with loaning, borrowing and charging (e.g., interest rates, payment deadlines, contract stipulations) and recognizes unreasonable terms of fraudulent practices.

3. Identifies the advantages and disadvantages of using various types of financial resources (e.g., net income, savings, credit, food stamps, personal contacts, personal property) in making various consumer purchases.

4. Identifies appropriate public and private sources available to provide advice on financial matters.

5. Selects and justifies most appropriate financial resource(s) for acquiring needed product(s) or service(s).

D. Maintains and protects purchases.

1. Compares and contrasts costs (e.g., time and money) involved in the care and upkeep of major personal purchases under various circumstances (e.g., do it yourself versus hiring services).

2. Identifies resources available to aid the consumer in face of misleading and/or fraudulent product/service claims or tactics.

3. Determines in accordance with one's needs and resources the relative merits and desired extent of various forms of product protection (e.g., insurance, alarm systems).

4. Identifies types of purchase receipts and service records that need to be saved.

II. HEALTH MAINTENANCE SKILLS

A. Recognizes conditions and practices conducive to good health.

1. Distinguishes between those activities that promote physical and mental health (e.g., maintaining balanced diet, exercising regularly, engaging in beneficial mental and physical stimulation, obtaining adequate rest) and those that hinder health (e.g., overeating, physical overexertion, physical and mental overstimulation, inadequate rest).

2. Distinguishes between physical and psychological changes that are normal and developmental (e.g., regular elimination of body wastes, developmental changes in structure of organs, normal variations in feelings) and those indicative of malfunction (e.g., irregular or painful discharge of body wastes, abnormal physical growth, prolonged depression, other physical and mental handicaps).

3. Recognizes the psychological and physiological effects of addictive drugs (including tobacco and alcohol) on adolescents, adults and the aged.

4. Explains the importance of preventing threats to personal health -- regular checkups or special examinations (PAP, breast, dental, vision, cardiovascular, VD, pregnancy, other laboratory analysis -- blood, urine).

5. Explains ways of preventing threats to community health (e.g., personal cleanliness, trash removal, rodent control, water purification, pollution control).

6. Describes basic safety measures that can prevent accidents or injury at home, work or play (e.g., removing fire hazards, correcting unstable structural conditions, applying proper lifting techniques, using tools properly).

7. Given conditions which are detrimental to one's health (e.g., environmental -- pollution, personal -- hay fever, asthma) is able to generate alternative means for overcoming or modifying these conditions (e.g., change in location or job, medical help, elimination of source of irritation).

B. Know how, when and where to obtain medical services.

1. Is able to describe injuries, illnesses and malfunctions that require medical attention, and is able to distinguish between these and those that can be handled through personal treatment.

2. Compares and contrasts public versus private sources of health care (e.g., eligibility, cost, availability and quality).

3. Identifies public and private sources available to help in the area of mental and physical health problems, and identifies how one contacts these sources.

4. Identifies some of the types of health insurance available, their possible benefits and costs, and recognizes the implications of not having health insurance coverage.

III. INTERPERSONAL SKILLS

A. Participates in setting and clarifying tasks.

1. Initiates conversation or activity (e.g., by telephone, interview).

2. Seeks information by requesting additional facts.

3. Seeks opinions and expressions of feelings from others.

4. Offers relevant information freely.

5. Offers expressions of feelings to others.

6. Clarifies and elaborates own ideas.

7. Asks for clarification and elaboration of ideas of others.

8. Interprets the thoughts and feelings of others and checks the accuracy of those perceptions (e.g., by paraphrasing, asking questions).

9. Summarizes main points of what has been said.

B. Contributes to group integration.

1. Responds to others openly, freely and constructively.

2. Accepts and encourages the expression of opinions and feelings of others.

3. Recognizes possible consequences of one's own and others' role expectations in peer and family situations (e.g., conflicts involving authority, conflicts over perceived behavior or responsibilities).

4. Distinguishes between those behaviors that are helpful to group structure and function and those that are harmful.

5. Controls or moderates disruptive behavior (e.g., anger, interruption, belittling, chronic complaining, showing off) in himself or herself, and responds to such behavior in others constructively.

6. Attends to speaker or audience; listens to what is being said; sticks with the subject.

7. Is flexible and is able to change opinion when appropriate, to effect resolution of conflict.

8. Recognizes the impact of speech, appearance and mannerisms on others.

9. Identifies and evaluates the influence of others on personal decisions and actions and is able to mitigate undesirable influence.

10. Treats others with respect and considers the consequences for others of one's own actions.

C. Contributes to group productivity in achieving tasks or goals.

1. Recognizes cues from others that indicate difficulties in understanding.

2. Helps group become aware of progress.

3. Tests for group consensus; finds out where differences are.

4. Summarizes and reports accurately what has been accomplished.

IV. CITIZENSHIP SKILLS

A. Applies knowledge, reasoning and interpersonal skills in developing strategies for solving civic problems.

1. Identifies specific rights granted to the individual citizen and specific civic responsibilities expected of the individual citizen in the U.S.

2. Recognizes the structure and legitimate functions of major political institutions in the U.S. (e.g., federal, state and local governments).

3. Given various civic situations is able to recognize activities that are in conflict with the individual citizens rights or are in need of support from the individual citizen.

4. Suggests possible alternative methods (formal and informal) for preventing the loss of the rights of the individual or establishing citizen support in a particular civic situation.

5. Identifies the alternative methods for preventing the loss of the rights of the individual or establishing citizen support in a particular civic situation.

6. Chooses and justifies a method (formal or informal) for effecting a solution to a particular civic problem.

7. Evaluates the method chosen to solve a civic problem on the basis of the results.

V. FAMILY RESPONSIBILITY SKILLS

A. Applies knowledge and interpersonal skills in developing strategies for solving family problems.

1. Recognizes the indications of various problems concerned with the physical, economic and psychological welfare of the family (e.g., care of the aged, child abuse, overcrowding, death criminality, divorce, suicide, moving, foster children, step children, handicapped).

2. Hypothesizes as to the causes of a specific family problem.

3. Suggests possible solutions to the problem and generates alternative strategies for reaching the solution.

4. Evaluates the strategies in terms of specified criteria and chooses a strategy for effecting solution.

5. Evaluates the strategy on the basis of results.

B. Applies knowledge and interpersonal skills in the process of dating and courtship that may possibly lead to family relationships.

C. Applies knowledge and judgment in considering parenthood and carries out responsibly the role of parent.

1. Understands the legal and moral obligations of male and female parents (e.g., providing food, shelter, protection, education, giving affection, encouraging full and happy development), and is able to give some reasons for having children.

2. Understands the effect of parenthood on one's own way of life (e.g., goals, style, desires).

3. Describes the responsibilities of individuals to themselves, to members of their family, and to society for the number of children they produce or adopt.

4. Understands the fundamentals of conception and knows various methods of birth control.

5. Is aware of physical and psychological effects of pregnancy on parents and children.

6. Identifies and evaluates alternative courses of action in case of undesired pregnancy.

7. Knows the general stages of human growth and development and indicators of major developmental problems.

8. Describes some of the major needs of the child during pregnancy, infancy and childhood, and is able to offer possible ways of meeting these needs (e.g., nutrition, health care, stimulation, constructive guidance, security).

9. Recognizes the effect of parental or other adult behavior on the child's cognitive and affective development.

VI. COMMUNITY RESOURCE SKILLS

A. Given or faced with possible personal needs or problems connected with health, education, civil rights, employment, transportation, finances, housing, legal matters, recreation (cultural), family affairs is able to identify community resources and services (public and private) available to help in meeting these needs or problems.

B. Recognizes alternative methods of gaining access to the information or help provided by identified community resources and services (e.g., personal contact with individuals and agencies, telephone, mail).

C. Evaluates available community resources and services in terms of their accessibility, time, costs, anxiety and direct application to possible personal needs or problems and selects the most appropriate source(s) to meet these needs or problems.

D. Interprets information received from appropriate community resources and judges accuracy, acceptability, practicality of this information to a specific need or problem, and determines a course of action.

1. Knows how to meet transportation and travel needs.

   a. Identifies various methods of transportation and locations of major transportation facilities.

   b. Uses maps and schedules to plan travel.

   c. Compares schedules and costs of transportation in order to determine most efficient means of travel.

   d. Is able to request information on and make travel and accommodation reservations.

   e. Understands driving regulations including safety, courtesy, rules (traffic and license requirements).

2. Knows how to meet educational needs.

   a. Identifies types and purposes of various types of educational alternatives.

   b. Identifies requirements for admission to various types of educational alternatives.

   c. Knows when and how to gain access to educational alternatives of interest.

   d. Identifies ways in which one can obtain loans, scholarships and other financial aid to meet educational needs.

VII. CAREER DEVELOPMENT SKILLS

A. Is aware and has knowledge of individual characteristics.

1. Recognizes the interrelationship between own abilities and limitations.

2. Identifies current interests and values.

3. Identifies methods and processes for obtaining additional knowledge of individual characteristics.

4. Participates in activities leading to more informed and accurate perception of own interests, abilities, limitations and values.

B. Is aware and has knowledge of characteristics and requirements of different careers and occupations.

1. Identifies the major duties, required abilities, and entry requirements of specific careers and occupations.

2. Identifies differences and in work conditions between different careers and occupations and identifies the effect these conditions may have on life style.

3. Identifies the important factors that affect job success and satisfaction.

4. Knows methods and processes for obtaining additional knowledge about careers and occupations.

5. Participates in activities leading to more informed and accurate perceptions of characteristics and requirements of different careers and occupations.

C. Makes and implements career and occupational decisions.

1. Relates abilities and limitations to career and occupational requirements.

2. Relates current interests and values to career and occupational requirements.

3. Identifies careers and occupations which are compatible with individual characteristics and desired life styles.

4. Identifies sources and methods available for preparing for a career or education.

5. Develops a plan for preparing for entry into selected career or occupation.

6. Identifies possible alternative careers and relevant factors bearing upon possible career changes.

D. Improves existing career and occupational characteristics.

1. Identifies ways of gaining knowledge and abilities necessary to improve existing career and occupational capabilities.

2. Engages in activities which improve capabilities within the existing or planned career and occupational capabilities.

E. Develops employment-seeking skills.

1. Identifies where to find information regarding job openings, job requirements, and advantages and disadvantages of different jobs.

2. Identifies the differences between commerical employment agencies, government employment agencies and private employers.

3. Demonstrates ability to write a "job wanted" ad.

4. Demonstrates ability to prepare a job application, letter or form.

5. Demonstrates ability to use appropriate procedures in a job interview.

F. Develops skills useful in a career or occupation.

1. Performs numerical skills generally useful in a career or occupation.

2. Demonstrates communication skills generally useful in a career or occupation.

3. Demonstrates manual-perception skills generally useful in a career or occupation.

4. Identifies and demonstrates interpersonal skills useful in a career or occupation (responsibilities, initiative, flexibility, positive attitudes, ability to work with others).

G. Is able to handle financial and legal aspects of employment.

1. Calculates hourly wage, overtime percentage rates, tax deductions, insurance deductions using earning statements.

2. Identifies purpose for and functioning of social security.

3. Complete a W-4 Employee's Withholding Exemption Certificate.

4. Identifies different types of insurance commonly available to employees (workman's compensation, disability, medical-dental insurance).

H. Is aware and has knowledge of employer-employee rights and responsibilities.

1. Identifies various responsibilities given a description of work standard for a particular job.

2. Identifies channels of communication in employment structure for handling personal problems. (Internal and external grievance procedures.)

3. Identifies from a given description of a job situation possible frustrations and suggests ways of coping with identified frustrations.

APPENDIX C

SCORING GUIDE FOR OPEN-ENDED ITEM

(Package 14, Item 10)

PART B: List two ways to legally prove you took the coat to the cleaner.

ACCEPTABLE RESPONSES:

1. Use a receipt from the cleaner or the cleaner's own records. The following responses are included in this category:

   -- Cleaner's tag.
   -- Written receipt for cleaning of coat.
   -- Cash register receipt that clearly shows coat cleaning was paid in advance, if that was the case.
   -- Cleaner's lists showing what had been cleaned or what had been taken in for cleaning on a given day.
   -- Sales slip from the cleaner.

2. Use a witness, like a clerk who was there or handled the transaction or a friend who was present at the time.

UNACCEPTABLE RESPONSES:

3. Describe distinguishing features of coat.

4. Make personal appeal to the dry cleaner.

5. Transfer burden of proof to parents by asking them to support the claims.

6. Use threats or violence.

7. Respond, "I don't know."

PART C: Present legal evidence about value of coat.

ACCEPTABLE RESPONSES:

1. Present price tag, sales receipt, cancelled check or billing statement.

2. Present evidence of current market value from ads or merchant testimony.

3. Offer witness accounts of purchase price.

4. Offer insurance or appraisal records.

UNACCEPTABLE RESPONSES:

5. Describe coat.

6. Make personal appeal to dry cleaner.

7. Get parents to assume burden of proof.

8. Use threats or violence.

9. Respond, "I don't know."

PART D: Alternate ways to get compensation.

ACCEPTABLE RESPONSES:

1. Any acceptable response to parts B or C, if not already mentioned in B or C. If, for example, a cash register receipt was not mentioned in part A, it would be an acceptable response to part D.

2. Get a lawyer, file suit or threaten with legal action.

3. Complain to the Better Business Bureau, Consumer Protection Agency or other related agency of the local, state or federal level.

4. Complain to public-based aid sources like newspaper or television action agencies or to ombudsmen.

UNACCEPTABLE RESPONSES:

5. Discourage others from using that dry cleaner.

6. Make personal appeal to dry cleaner.

7. Use threats or violence.

8. Get parents to assume burden of proof.

9. Go to police.

10. Refuse to pay the bill.

11. Respond, "I don't know."